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2000-2001 School Year

Diploma Examinations Program

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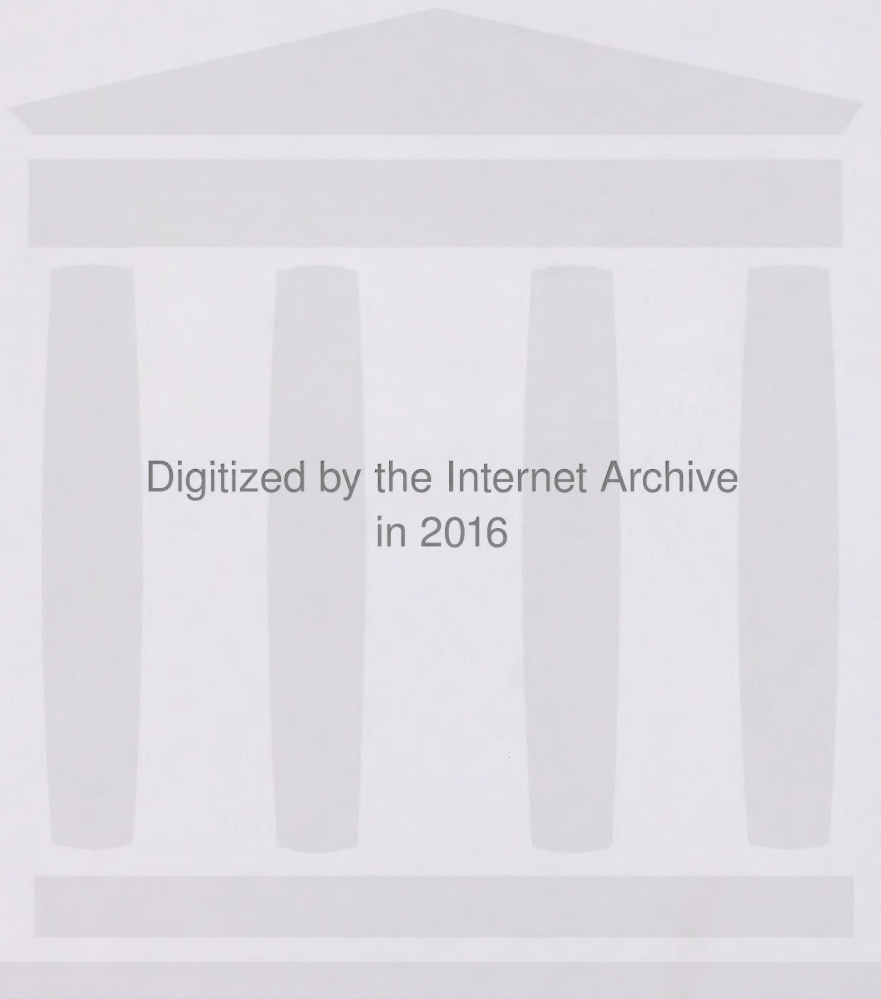
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Objectives of the Course

Social Studies 30 is intended for students who have an interest in a course that is based on ideas and issues drawn from history, geography, economics, other social sciences, and the humanities. The course is designed to prepare students for academic studies at the post-secondary level and for citizenship in a democratic society. As such, the course demands that students develop skills in gathering, organizing, interpreting, analyzing, synthesizing, and evaluating information and ideas, as well as in discussing and writing about complex political, economic, and historical issues. Students are expected to develop critical and creative thinking skills and to demonstrate complexity and independence of thought.

The specific learner objectives for Social Studies 10-20-30 are outlined in the *Program of Studies*. Alberta Learning has made minor revisions to the current *Program of Studies* for Social Studies 10-20-30. As the proposed implementation for new Alberta Senior High Social Studies Program of Studies will range from 2004 to 2007, it was apparent that some minor revisions were necessary to respond to the need for accuracy and timeliness in the current programs. These minor changes to the current *Program of Studies* will not affect presently authorized teaching and student resources, or the Grade 12 diploma examinations.

The *Program of Studies* for Social Studies 10-20-30 outlines a number of objectives; with these objectives come certain expectations. Success in social studies is linked to three areas of understanding: a conceptual grasp of **chronology**; an awareness of the **context** of political, economic, social, and intellectual life within chronological periods, and the way in which these interact and change over time; and the development of **critical thinking** skills such as interpretation, analysis, synthesis, and evaluation of facts and ideas.

Students who achieve success in Social Studies 30 demonstrate competence in reading, writing, speaking, and thinking as they relate to these three areas of understanding. Students are expected to interpret and synthesize information from a variety of sources (charts, graphs, cartoons, tables, photographs, or text) and to draw conclusions from or make generalizations about these sources. Students are also expected to apply previously learned knowledge and skills to solve problems and confront issues in a rational and responsible manner.

Performance Expectations

Acceptable Standard

Students who meet the *acceptable standard* in Social Studies 30 receive a final course mark of at least 50%. Students achieving at or near 50% locate, organize, and recall information appropriate to a specific task. They describe, explain, and apply learned information to familiar situations within a social studies context.

These students express themselves in terms of concrete experience and memorized facts by demonstrating an adequate command of the conventions of language. They recognize and identify key historical people and events, and understand basic terms and concepts such as balance of power, sovereignty, fascism, and democracy.

These students demonstrate rudimentary social studies skills such as interpreting information from several uncomplicated data sources and choosing and defending a position on an issue. Such students focus on specific tasks independently. They accomplish more complex tasks and understanding only with assistance, such as additional teacher guidance, peer consultation, or time to revise previously checked work. They interact with others, and appreciate and respect viewpoints other than their own.

Standard of Excellence

Students who meet the *standard of excellence* in Social Studies 30 receive a final mark of 80% or higher. Students achieving this standard demonstrate maturity and insight in their understanding and application of social studies content. They relate social studies concepts—internationalism, public and private enterprise, political and economic power, and the social contract—to historical and contemporary developments in the world, and understand some of the complexities and intricacies of diplomacy, constitutional issues, the globalization of trade, and the causes of war.

These students assess critically and evaluate various responses or proposed solutions to problems. They define problems, weigh evidence, and draw conclusions by assessing sources of information for reliability and relevance. In doing this, they demonstrate such critical thinking skills as evaluating information for bias, determining underlying assumptions, and recognizing relationships among concepts and historical events.

Students achieving the *standard of excellence* show clear, complex thinking and analysis. Their analysis encompasses both the concrete and the abstract. These students defend and justify intellectual and personal values, present and assess arguments, and appreciate the viewpoints of others. They exhibit goal-directed confidence and self-discipline, and work effectively both independently and collaboratively.

Part A: Multiple Choice

Description

Part A: Multiple Choice is worth 70% of the total diploma examination score and consists of 70 multiple-choice questions. Each question is classified in two ways: according to the curricular content area (topic) being tested and according to the knowledge and skill objectives required to answer the question.

The examination blueprint that follows illustrates the distribution of questions according to these classifications.

Questions are based on the generalizations, key understandings, concepts, and related facts from the *Social Studies 30 Program of Studies*.

The multiple-choice section of the examination requires students to apply their knowledge and thinking skills. Students must demonstrate that they understand social studies concepts; that they understand historical, political, and economic relationships; and that they can interpret and evaluate social studies information and ideas.

The multiple-choice questions require students to demonstrate knowledge and comprehension of social studies content and to apply social studies process skills to that knowledge base. Nearly all question types require both recall of knowledge and application of process skills; some questions are relatively straightforward and others are quite complex. The level of difficulty varies from question to question, as does the mix of knowledge and skill required to answer each question.

Blueprint

Questions on the diploma examination require students to demonstrate knowledge of social studies content and to apply social studies skills to that knowledge base. The reporting categories below define the general types of questions on the examination and the categories in which information will be reported.

Examination questions require knowledge and application of facts, concepts, generalizations, and key understandings related to the world's political and economic systems in theory and in practice, as outlined in the *Program of Studies*.

Blueprint
Social Studies 30 Diploma Examination
Part A: Multiple Choice

Questions on the diploma examination require students to demonstrate knowledge of social studies content and to apply social studies skills to that knowledge base. The reporting categories below define the general types of questions on the examination and the categories for which results will be reported.

Question Classification by Topic* and proportion of Total Examination Mark		Proportion of Total Examination Mark
Topic A: Political and Economic Systems	Topic B: Global Interaction in the 20 th Century	
Examination questions require knowledge and application of facts, concepts, generalizations, and key understandings related to the world's political and economic systems in theory and in practice, as outlined in the <i>Program of Studies</i> . Organizing concepts such as • democracy • dictatorship • mixed economy • private enterprise economy • public enterprise economy will be reflected in examination questions.	Examination questions require knowledge and application of facts, concepts, generalizations, and key understandings related to the interaction among nations since the First World War, as outlined in the <i>Program of Studies</i> . Organizing concepts such as • nationalism • balance of power • confrontation • cooperation • internationalism will be reflected in examination questions.	
11–12%	11–12%	23–24%
11–12%	11–12%	23–24%
11–12%	11–12%	23–24%
35%	35%	70%

* For a detailed description of the topics studied in Social Studies 30 refer to the Program of Studies (updated 2000).

Sample Instruction Page

Social Studies 30 Grade 12 Diploma Examination

Description

Part A: Multiple Choice consists of 70 multiple-choice questions, worth 70% of the total examination mark.

Part B: Written Response consists of a written-response section, worth 30% of the total examination mark.

Time: This examination was developed to be completed in 2 ½ hours; however, you may take an additional ½ hour to complete the examination.

Budget your time carefully.

Recommendation: Read the questions in Part B before beginning the examination. Ideas appearing in the multiple-choice questions may assist you in composing your essay.

Instructions

Part A: Multiple Choice

- On the answer sheet provided, use **only** an **HB** pencil to mark the correct or best answer for each question. Fill in the circle that corresponds to your answer. For example:

The capital city of Canada is

- A. Vancouver
- B. Winnipeg
- C. Montreal
- D. Ottawa

Answer Sheet

(A) (B) (C) ●

- Mark only one answer for each question.
- If you change an answer, erase your first answer completely.
- Answer all questions.

Part B: Written Response

Instructions for Part B are located on page ____.

Do not write your name anywhere in this booklet.

Feel free to make corrections and revisions directly on your written work.

Sample Question

Government Actions in a Market-Oriented Economy

1. Decrease personal income taxes
2. Reduce social security benefits
3. Provide tax incentives to private industries
4. Lower bank interest lending rates
5. Decrease public ownership in industry

1. The actions listed above are primarily intended to

- * A. revive a lagging economy
- B. decrease foreign investment capital
- C. fight the effects of high inflation
- D. lower the level of domestic production

This question assesses students' understanding of a government's motivation in taking particular actions to affect an economy. The question requires students to have a knowledge base in economics and an understanding of concepts such as market-oriented economy, lending rates, tax incentives, and public ownership.

Students must understand that the listed actions, when taken together, will have an impact on the economy, and they must judge what that impact will be. The question requires them to choose the reason for these government actions; i.e., what is the problem to be solved by government taking these actions?

The question demands knowledge, analysis, and synthesis of information and ideas, and an understanding of economic principles.

Teachers are advised to be cautious when using practice questions. Recall and low level skill questions do not accurately reflect the complexity of knowledge and skill demanded by diploma examination questions. Many questions from the 1994 to 2000 diploma examinations could be used for practice. Sample questions are also presented in the *Examination Manager's Report*.

Suggestions for Students

- Multiple-choice questions on the Social Studies 30 examination are developed to assess students' knowledge and thinking skills. Following are a few suggestions to help you demonstrate your knowledge and skills.
- Be sure to read any textual material (such as quotations, maps, charts, or cartoons) very carefully and think about it *before* you attempt any of the multiple-choice questions that follow.
- When answering "best answer" questions, be sure to read **all four** alternatives (A, B, C, and D) carefully before choosing the answer that you think is **best**. These questions are designed to test your powers of judgement. They include in their stems bold-faced qualifiers such as **best**, **most**, **mainly**, or **primarily**. Often, all the alternatives are correct to some degree, but one of them will be best because of the context established by the question; for example, the best answer is most strongly supported by a data source.
- Work from partial knowledge when it is appropriate to do so. If a correct or best answer does not become obvious to you immediately, you may want to eliminate the answers that seem most wrong and then use your powers of judgement to select an answer from those that remain.
- Organize your time so that you can **check your answers**. You may find that you have overlooked a question or that you have learned from the exam and now know the answer to a question you left out before.

Part B: Written Response

Description

The written-response section contributes 30% of the total examination mark. Students are required to write one complete and unified essay in which they discuss the importance and complexity of an issue and defend their position by using supportive, relevant evidence.

Blueprint

Social Studies 30 Diploma Examination Part B: Written Response

Expectations of the Writing Assignment	Reporting Category (Scoring Criteria)	Proportion of Total Examination Mark
Students are expected to demonstrate an understanding of the issue under discussion and defend a position on that issue through the application of supportive evidence. Arguments should be persuasive and show evidence of logical thought. Students are expected to make use of critical and creative thinking skills to demonstrate complexity and independence of thought.	Exploration of the Issue Writers explore the issue by demonstrating an understanding of its significance and complexity throughout their essays.	5%
	Defence of Position Writers take and defend a position on the issue by developing and organizing logical and persuasive arguments.	10%
	Quality of Examples Writers select, accurately develop, and apply relevant social studies examples to support their position.	10%
	Quality of Language and Expression Writers communicate clearly and effectively, demonstrating control of syntax, mechanics, conventions, and vocabulary, including social studies terminology.	5%
	Proportion of Total Examination Mark	30%

Sample Instruction Page

Part B: Written Response

Description

Part B: Written Response consists of an essay assignment, worth 30% of the total examination mark.

Evaluation:

Your essay will be evaluated for

- Exploration of the Issue
- Defence of Position
- Quality of Examples
- Quality of Language and Expression

Instructions

- You are to **take** and **defend** a position on **either** Topic A **or** Topic B for your essay. If you write on both topics, **only** the first will be marked.
- Be sure to indicate your choice of topic in the space provided on the back cover.
- Space is provided in this booklet for planning and for your Written Work.
- Use blue or black ink for your Written Work.

Additional Instructions for Students Using Word Processors

- Format your work using an easy-to-read 12-point or larger font such as Times.
- Double-space your final copy.
- Staple your final printed work to the page indicated for word-processed work. Hand in all work.
- Indicate in the space provided on the back cover that you have attached word-processed pages.

Reminders for Writing

- **Plan** your essay.
- **Focus** on the issue under discussion.
- **Establish** a clear position or thesis that will direct and unify your essay.
- **Organize** your essay in a manner that will best defend your position.
- **Defend** your position by using supportive and specific evidence drawn from your knowledge of social studies.
- **Edit** and **proofread** your writing.

Sample Written Response Assignments

Written Response—Essay Assignment

Choose **one** of the following issues for your essay. Be sure to indicate your choice in the space provided on the back cover.

Topic A

Some people believe that the right to voice minority opinions and viewpoints in a society should be protected at all costs. Others believe that the point of view of the majority should prevail over the opinion of minorities in the interest of preserving the stability of society.

To what extent should the right to express minority viewpoints be protected?

In your essay, take and defend a position on this issue.

Or

Topic B

Some people believe that world peace and stability can best be preserved through the leadership of a single organization like the United Nations. Others believe that nations acting independently or together with other nations outside the sphere of an organization like the United Nations may preserve world peace more effectively.

Should the preservation of world stability and peace be the responsibility of a single organization like the United Nations?

In your essay, take and defend a position on this issue.

Scoring Categories and Criteria for 2000–2001

Exploration of the Issue (5% of total examination mark)

Students explore the issue by demonstrating an understanding of its significance and complexity throughout their essays.

- **Understanding of the depth and breadth of the issue**
- **Thoughtfulness**

Excellent (E/5)	The exploration of the issue is insightful and mature. A perceptive discussion of the significance of the issue and its complexity is comprehensively developed. The context established reflects a thorough understanding and internalized appreciation of the issue.
Proficient (Pf/4)	The exploration of the issue is clear and adept. A competent discussion of the significance of the issue and its complexity is capably developed. The context established reflects a sound understanding of the issue.
Satisfactory (S/3)	The exploration of the issue is straightforward and conventional. An adequate but often generalized discussion of the significance of the issue and its complexity is developed. The context established reflects an understanding of the issue that is generally clear.
Limited (L/2)	The exploration of the issue is incomplete or lacks elaboration. The discussion of the significance of the issue and its complexity is superficial and lacks development. The context established may be difficult to discern, indicating a vague or confused understanding of the issue.
Poor (P/1)	The exploration of the issue is minimal. Discussion of the significance of the issue and its complexity is disjointed, inaccurate, or extremely vague. The context established is difficult or impossible to determine, indicating a minimal understanding of the issue. The preamble to the assignment has been copied but has not been elaborated on.
Insufficient (INS)	Insufficient is a special category. It is not an indicator of quality. This should be assigned to papers that do not contain a discernible attempt to address the issue presented in the assignment or that are too brief to assess in this or any other scoring category.

Scoring Categories and Criteria for 2000–20001 (continued)

Defence of Position (10% of total examination mark)

Students take and defend a position on the issue by developing and organizing logical and persuasive arguments.

- **Evidence of a position**
- **Logic and persuasiveness**

Excellent
(E/5)

The defence of position is based on well-considered, convincing, and logical arguments, revealing a confident writer. The arguments presented are consistent and forceful, demonstrating maturity, insight, and/or originality. The evidence chosen is deliberate and judicious, serving to support the arguments developed and the position taken. A strong relationship between position, arguments, and evidence is established and maintained throughout. The content is ordered and controlled in such a way as to convincingly reinforce the student's arguments.

Proficient
(Pf/4)

The defence of position is based on sound arguments. The arguments presented are logical and competently developed. The evidence chosen is appropriate, serving to support the arguments given and the position taken. A clear relationship is established between the position, arguments, and evidence. The content is ordered in such a way that the student's arguments are clearly discernible.

Satisfactory
(S/3)

The defence of position is based on one or more adequate arguments. While the arguments are generally sound, they may lack in persuasiveness and consistency. The evidence chosen adequately supports the arguments given and the position taken. The relationship between the position, arguments, and evidence is generally established. The content is ordered in such a way that the student's arguments are generally identifiable.

Limited
(L/2)

The defence of position is based on simple assertions rather than on the development of supportive ideas or arguments. If arguments are presented, they are of questionable logic or are repetitive, unspecific, contradictory, simplistic, or based on uninformed belief. The evidence given may be related to the issue under discussion but may be largely unrelated to any arguments made or to the position taken. The relationship between position, argument, and evidence may be difficult to determine. The content is ordered in such a way that the student's arguments are contradictory, vague, or redundant.

Poor
(P/1)

The defence of position is weak; i.e., the position taken is hard to determine or little or no attempt is made to defend it. The writer has so misinterpreted the issue that the arguments and evidence presented are related to the position taken but are largely unrelated to the issue under discussion. The evidence chosen may be inappropriately applied to the development of any supportive argument or to the position taken. The content is disorganized and leaves in doubt the student's intent.

Scoring Categories and Criteria for 2000–2001 (continued)

Quality of Examples (10% of total examination mark)

Students select, accurately develop, and apply relevant social studies examples to support their position.

- **Accuracy**
- **Comprehension**

Excellent (E/5)	The selected examples are comprehensive and specific, revealing a mature and insightful understanding of content and its application to the assigned issue. The examples are relevant and accurate, and are chosen deliberately, demonstrating a sophisticated knowledge of social studies content.
Proficient (Pf/4)	The selected examples are purposeful and usually specific, revealing a competent understanding of content and its application to the assigned issue. The examples are relevant and accurate, indicating a solid grasp of social studies content.
Satisfactory (S/3)	The selected examples are largely conventional, revealing an adequate understanding of content and its application to the assigned issue. The examples are relevant but may contain some minor factual errors, or there may be a mixture of relevant and extraneous information. Understanding of social studies content is generalized rather than specific.
Limited (L/2)	The selected examples are unfocused or inappropriate, revealing a vague understanding of content and its application to the assigned issue. The examples are potentially relevant but contain inaccuracies or extraneous detail. Understanding of social studies content demonstrates confusion or oversimplification.
Poor (P/1)	The selected examples are either irrelevant or so scant, overgeneralized, or inaccurate that they indicate a poor or almost complete lack of understanding of content and its application to the assigned issue. The examples contain major and revealing errors, indicating a minimal understanding of social studies content. Some examples selected have been copied verbatim from the multiple-choice section of the examination without elaboration, or the issue has been so misunderstood that the selected examples are largely inappropriate for the issue under discussion.

Scoring Categories and Criteria for 2000–20001 (continued)

Quality of Language and Expression (5% of total examination mark)

Students communicate clearly and effectively, demonstrating control of syntax, mechanics, conventions, and vocabulary, including appropriate social studies terminology.

- **syntax and vocabulary**
- **conventions**

Excellent (E/5)	The writing is skillfully structured and fluent. Vocabulary is appropriate and effective. Syntax is controlled and varied. The relative absence of error is impressive under the circumstances, and minor errors do not detract from the clarity or effectiveness of communication.
Proficient (Pf/4)	The writing is clear and generally fluent. Vocabulary is appropriate and specific. Syntax is controlled. Minor errors do not reduce the clarity of communication.
Satisfactory (S/3)	The writing is clear. Vocabulary is adequate but tends to be general rather than specific. Syntax is generally straightforward. Despite minor errors, the student demonstrates control of conventions.
Limited (L/2)	The writing may lack clarity and is ineffective. Vocabulary is inappropriate and/or imprecise. Syntax is awkward. Errors indicate a lack of control of conventions.
Poor (P/1)	The writing is frequently unclear. Vocabulary may be inaccurate and is imprecise. Syntax is uncontrolled and confuses the reader. Errors impede communication.

Suggestions for Students

During a number of marking sessions, we have asked participating teachers to submit tips or advice that they would give to their students on writing the essay assignment. The following points represent a summary of some of the responses to that request.

Read the Essay Topics First

- Read the essay topics before you begin the multiple-choice section.
- Select the topic about which you are most knowledgeable, not the one you think is the easiest or hardest to complete.
- Then, when answering the multiple-choice questions, make a mental note of those questions that contain information or ideas that may relate to the essay topic you have chosen.
- After answering the multiple-choice questions, reread the essay topic and preamble very carefully.

Select and Organize Effectively

- Develop a clear thesis statement on the issue
- Order your main points and evidence in a logical fashion so that your position is convincing
- Use current events where appropriate
- Discuss the significance and complexity of the issue
- Make sure that each sentence in your essay contributes to the development of your argument and is related to your position on the issue.

Edit and Proofread

- Edit and proofread your written work carefully. Make corrections directly on your finished work, even if you are using a word processor.

Remember

- Remember that your essay will be marked for
 - thoughtfulness and consistency of argument and position
 - evidence that you know and understand the complexity and significance of the issue
 - relevant and accurate supporting information

An Insufficient mark for Exploration of the Issue results in Insufficient (INS) in all other categories.

- Budget your time carefully.

Note: Examples from social studies content may be historical and/or contemporary and may be drawn from the study of Canada and/or other nations. Students are encouraged to refer to current events when appropriate.

APR 27 2004

